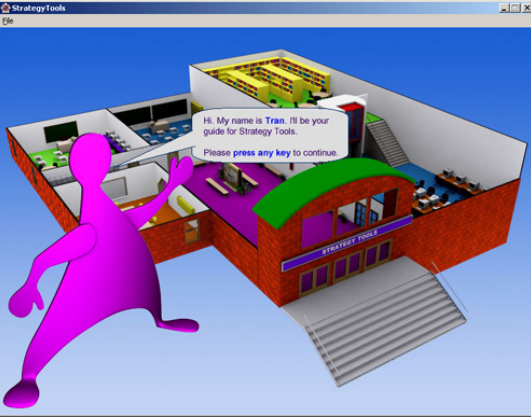

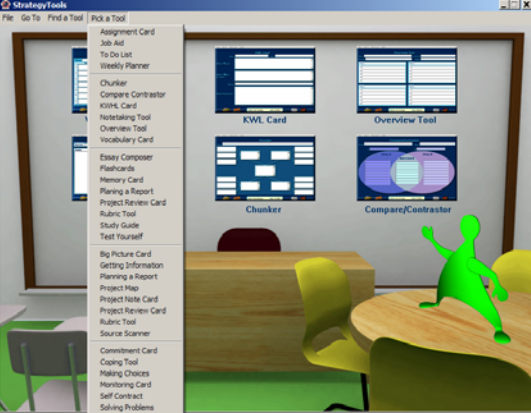
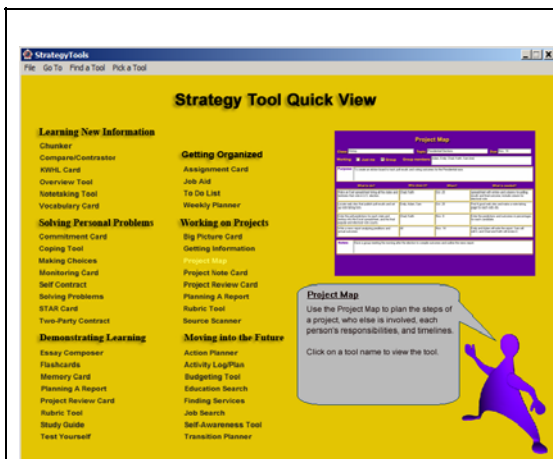


StrategyTools™

<http://strategytools.org/>

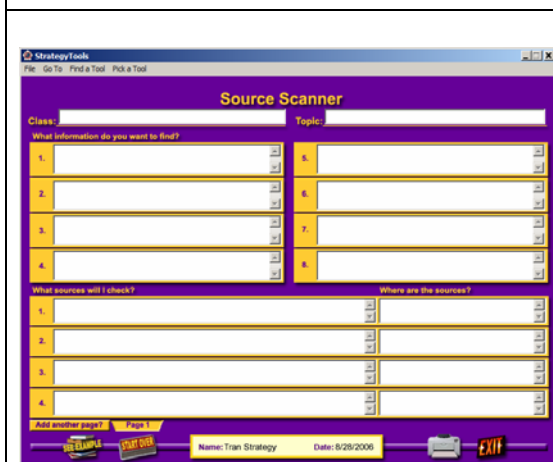
	<h2>Welcome Screen</h2> <p>StrategyTools is a program for secondary youth to support learning, behavior, and problem solving during high school and transition planning beyond graduation.</p> <p>Tran is the colorful guide who provides directions for navigating the program.</p> <p>Following this screen, the user logs in with his or her name. The log-in sets up the record keeping to save tools made using the program.</p>
	<h2>Main Menu</h2> <p>There are 39 strategy tools in the program and these are organized into six categories.</p> <p>When clicking on a room in the school, the associated tools are displayed on a menu screen. This is a good way to get an overview of the tools. The user can click on a tool from the menu screen and the tool opens for use.</p>
	<h2>Pull-down Menus</h2> <p>Once the user knows what tool he or she wants to use, it may be quicker to find the tool using the pull-down menus.</p> <p>The Go To pull-down takes the user to the menu screens where the tools are displayed. The Pick a Tool pull-down allows the user to go directly to a desired tool.</p> <p>It is best to pull down File to Quit.</p>



Site Map View

The site map view is located under **Help**. The site map provides a **Quick View** of all the tools. The user can highlight each tool name and see a thumbnail of the tool. Tran provides a short explanation of the use of the displayed tool.

The user can go directly to the displayed tool by clicking on its name in the list.

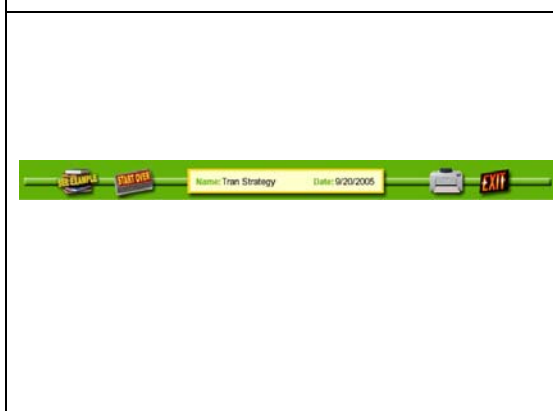


Creating Tools

Each tool provides a template where text can be entered into the text field. The user enters desired content into the fields. If the field window has a scroll bar, the user can enter as much information as desired. If the field window does not have a scroll bar, the entry is limited to the displayed space on the screen.

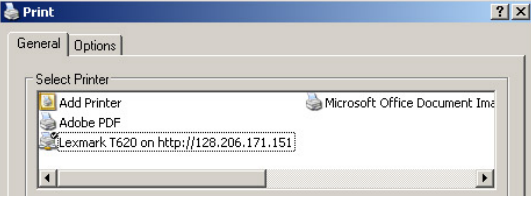

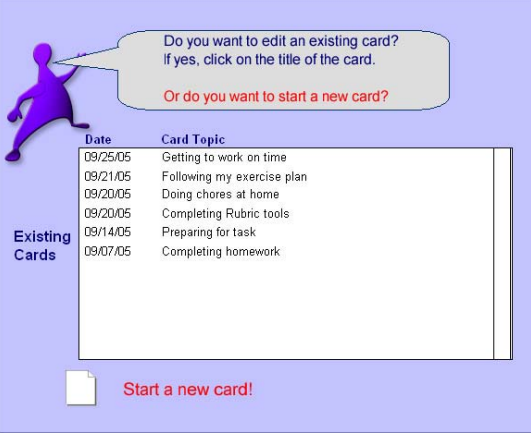
Some tools allow the user to add additional pages and to navigate back and forth between the pages.

All the text can be edited while displayed on the screen.



Navigation Buttons on the Screens

The buttons allow the user to **See Example** of the tool with entries, to **Start Over** by erasing all entered content, to **Print** a form with all the tool content, and to **Exit** the tool and choose whether to save the contents or not, or whether to go back and work more on the tool.

	<h3>Print Function on the Tool</h3> <p>After making a tool, the user can select an available printer and make multiple copies of the card for use.</p>														
	<h3>Exit Options</h3> <p>Replace my old card and exit: This puts the information just entered into the card into the database and the old card is deleted; this is a way to update information on an old card that is no longer needed.</p> <p>Save as a new card and exit: The information is saved as a new card in the database; no old cards are deleted.</p> <p>Exit without saving: The tool closes without saving any new entries.</p> <p>Cancel and go back: The user is returned to the card to continue working on it prior to exiting.</p>														
 <table border="1" data-bbox="321 1413 751 1633"> <thead> <tr> <th>Date</th> <th>Card Topic</th> </tr> </thead> <tbody> <tr> <td>09/25/05</td> <td>Getting to work on time</td> </tr> <tr> <td>09/21/05</td> <td>Following my exercise plan</td> </tr> <tr> <td>09/20/05</td> <td>Doing chores at home</td> </tr> <tr> <td>09/20/05</td> <td>Completing Rubric tools</td> </tr> <tr> <td>09/14/05</td> <td>Preparing for task</td> </tr> <tr> <td>09/07/05</td> <td>Completing homework</td> </tr> </tbody> </table>	Date	Card Topic	09/25/05	Getting to work on time	09/21/05	Following my exercise plan	09/20/05	Doing chores at home	09/20/05	Completing Rubric tools	09/14/05	Preparing for task	09/07/05	Completing homework	<h3>Editing an Existing Card</h3> <p>The screen displays a list of Existing Cards that were previously made with that particular tool. For each card in the database, the date and Card Topic name are displayed. The card topic name is the entry that was made in the top left text field on the tool.</p> <p>The user can click on the name of a previously made tool and all the content from that tool will be pulled up into the tool template for editing. The user can also decide not to use a previous tool and Start a new card.</p>
Date	Card Topic														
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Weekly Planner			
	Morning	Afternoon	Evening
Mon	7:30 marching band	Project group work-organize project	Homework Read play for English
Tues	7:30 early P.E.	Library-find information for project	Take notes on project information Practice for band and lesson
Wed	7:30 marching band	Library-find more information for project	Take notes on project information Answer questions on play for English
Thur	7:30 early P.E.	Project group work-report information to team	Review for Algebra test Practice for lesson
Fri	7:30 marching band	Algebra test on equations	6:00 March at football game
Sat	Clean room	11-6 Wendy's job	Movies with Matt and Christian
Sun		11-6 Wendy's job	Homework Practice

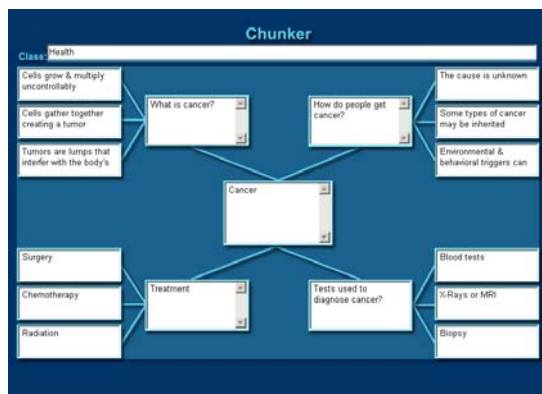
Example of Getting Organized Tools

These organization and time management tools can help plan homework and activities, schedule time, and make lists to monitor tasks.

Use **Weekly Planner** to keep track of tasks or activities, when they must be completed, and their status. Make notes about the tasks to remember important details.

Weekly Planner			
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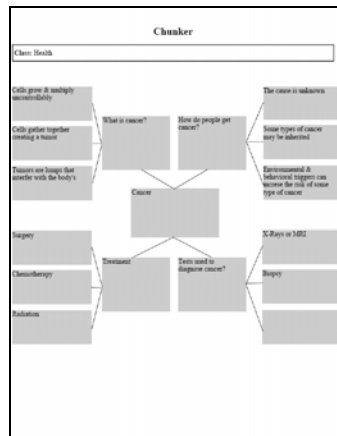
The **Weekly Planner** tool creates a form with all the entered content when printed.



Example of Learning New Information Tools

These tools help you learn new information by taking notes, using re-wording strategies, and by organizing and comparing new information.

Use **Chunker** to make a visual map of what is known about a topic. Chunk the main parts of the concept into branches and list several important points for each branch.



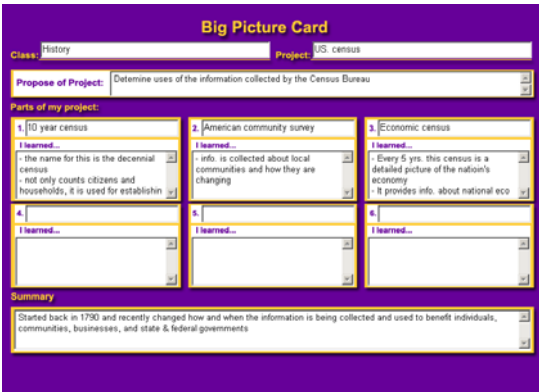

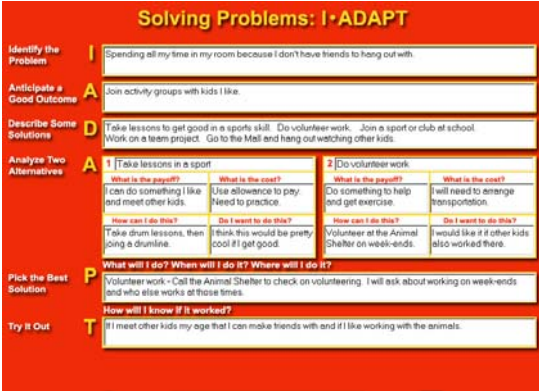
The **Chunker** tool creates a form with all the entered content when printed.

Example of Demonstrating Learning Tools

These tools help you use study and memory strategies, test yourself, compose essays, use rubrics to evaluate assignments, and plan/revise reports and projects.

Use **Project Review Card** to plan the steps of a project, who else is involved, each person's responsibilities, and timelines.

The **Project Review Card** tool creates a form with all the entered content when printed.

	<h3>Example of Working on Projects Tools</h3> <p>These tools help you plan projects, gather information and organize sources, take notes, use rubrics to evaluate, and plan final reports. Use these tools for your own project or a group project.</p> <p>Use Big Picture Card to get the “big picture” of a many-step project. List the steps and keep track of what has been learned from each step. Use this tool to update a project as work continues on the project.</p>
	<p>The Big Picture tool creates a form with all the entered content when printed.</p>
	<h3>Example of Solving Personal Problems Tools</h3> <p>These problem-solving tools help you analyze problems, evaluate solutions, make choices, make commitments and plans for change, and monitor your progress.</p> <p>Use Solving Problems: I•ADAPT to help identify a problem, think of and evaluate different solutions, pick a solution, and make a plan to try it out.</p>

Solving Problems I-ADAPT

Identify the Problem	I	Spending all my time in my room because I don't have friends to hang out with?								
Anticipate a Good Outcome	A	Join activity groups with kids I like.								
Describe how to achieve	D	Take lessons to get good in a sport, skill. Do volunteer work. Join a sport or club at school. Think up a team project. Go to the mall and hang out with my other kids.								
Apply Two Alternatives	A	<table border="1"> <tr> <td>1. Take lessons in a sport</td> <td>2. Do volunteer work</td> </tr> <tr> <td>What is the goal? What is the cost? How do I measure it? How do I know I like and want to do this?</td> <td>What is the goal? What is the cost? Do I want to hang out or arrange my own activities?</td> </tr> <tr> <td>How can I do this? Take lessons from someone else. Hire a coach.</td> <td>How can I do this? Volunteer at the school. Find my own work.</td> </tr> <tr> <td>Do I want to do this? I think this would be pretty cool if I get a medal.</td> <td>Do I want to do this? I would like to get some extra money.</td> </tr> </table>	1. Take lessons in a sport	2. Do volunteer work	What is the goal? What is the cost? How do I measure it? How do I know I like and want to do this?	What is the goal? What is the cost? Do I want to hang out or arrange my own activities?	How can I do this? Take lessons from someone else. Hire a coach.	How can I do this? Volunteer at the school. Find my own work.	Do I want to do this? I think this would be pretty cool if I get a medal.	Do I want to do this? I would like to get some extra money.
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Try it Out	T	How will I know if it worked? If I meet other kids my age that I can make friends with and if I like working with the animals.								

The **Solving Problems: I-ADAPT** tool creates a form with all the entered content when printed.

Transition Planner

Meeting: Transition Date: 4/9/2005 Time: 9am Location: School

Post-secondary Education	Voc Tech - Computer Data Entry Jr. College Community College	Counseling - Voc Tech pgm
Employment	Business for data entry like Hospitals or Inventory control	Computer Courses - Career planning counseling - Work Comp pgm
Independent Living	Own or Rent my own place	Budgets - Personal finance - Family Living Consumer education
Community Involvement	Volunteer at senior center	Service Learning class or project
Leisure/ Recreation	Soccer League swimming dancing	Physical Education Classes Sports teams clubs

What resources in the community can help me?

Name	Services Provided	Name / Phone #
Career College - CCAC	Computer systems - Data Entry	Community College of Allegheny County 412.271.1000
Voc Tech	Computer systems - Data Entry	School counselor
Job Service	Jobs available now	Career link - Uncorborn PA 724.439.2200

Who do I want at my meeting? My Meeting Agenda

Mom/Dad	I want Voc Tech service team
Coach for swimming team	get job now in computers
	Apply CCAC Community service project - volunteer at senior center

Example of Moving into the Future Tools

These transition tools help you prepare for the future by analyzing your strengths and interests, locating jobs and education programs, exploring recreation and community programs, making action plans, and developing budgeting skills.

Use **Transition Planner** to help determine goals for the future, think about resources that will be needed, and plan for school transition meetings.

Transition Planner

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StrategyTools Resources

The searchable informationbase for educators and parents provides an overview of the interventions and strategies, tips, examples, and suggestions for further resources.

<p>StrategyTools Resources</p> <p>These materials provide a variety of resources to help you effectively teach children and youth with learning and behavioral problems. Click on the Web Resources button for addresses where you can go to view more information on these strategies. Resources includes a web address where you can view a demonstration of classroom uses of StrategyTools.</p> <p>To learn about the strategy approach, read the Overview.</p> <p>Specific information to help you learn to use StrategyTools at school and home is found in the Strategy Menu. Each learning strategy includes descriptive information, suggestions for developing and implementing the strategy, and examples of the strategy tools.</p> <p>Web Resources Overview Strategy Menu</p>	<p>Strategies</p> <p>Getting Organized These organization and time management tools help students plan homework and activities, schedule time, and make lists to monitor tasks.</p> <p>Learning New Information These tools help you learn new information by taking notes, using to-reading strategies, and by organizing and comparing new information.</p> <p>Demonstrating Learning These tools help you use study and memory strategies, test yourself, compose essays, use rubrics to evaluate assignments, and plan review reports and projects.</p> <p>Working on Projects These tools help you plan projects, gather information and organize sources, take notes, use rubrics to evaluate, and plan final reports. Use these tools for your own project or a group project.</p> <p>Solving Personal Problems These problem-solving tools help you analyze problems, evaluate solutions, make choices, make commitments and plans for change, and monitor your progress.</p> <p>Moving into the Future These transition tools help you prepare for the future by analyzing your strengths and interests, locating jobs and education programs, exploring recreation and community programs, making action plans, and developing budgeting skills.</p> <p>Return</p>																				
<p>Solving Personal Problems</p> <p>Making Choices The Making Choices tool helps students develop cause and effect thinking skills by analyzing the outcomes of an action. A structured process prompts students to identify positive payoffs as well as negative costs for an action now, later, and much later. The format for this tool provides a framework to help students think about longer-term outcomes for their actions and weigh immediate satisfactions against ultimate consequences. The tool provides a STOP! statement where a short self-statement is created that links an immediate payoff to a longer-term negative consequence.</p> <p>Rationale Informed decision-making requires students to anticipate outcomes for actions. Many students are used to making decisions to satisfy immediate needs and do not consider longer-term consequences, both positive and negative, of their actions. Even though an action may have an immediate positive outcome, students must analyze whether longer-term costs are worth it to them. The short self-statement links an immediate positive consequence (payoff) to a longer-term negative outcome (consequence). This statement can be rehearsed and used as self-speech to think ahead and control impulsive behavior.</p> <p>Resources Strategies Find ← Page 7 →</p>	<p>Making Choices Card</p> <table border="1"> <thead> <tr> <th>Behavior</th> <th>Avoid Homework - Leaving work at school</th> <th></th> <th></th> </tr> <tr> <th></th> <th>NOW right this minute</th> <th>LATER today or tomorrow</th> <th>MUCH LATER next week, monthly, year</th> </tr> </thead> <tbody> <tr> <td>POSITIVE PAYOFFS</td> <td>Teacher tells me to sit in back of room and do it. Can't be a part of class activity.</td> <td>Teacher gives me an F on assignment. Teacher calls my mom about it. Mom takes away TV.</td> <td>Not enough points to pass course. Flunk. Have to do summer school to graduate on time.</td> </tr> <tr> <td>NEGATIVE COSTS</td> <td>Do what I want in evening - Computer, TV, go to Mall.</td> <td>Avoid work I don't like.</td> <td>None</td> </tr> <tr> <td></td> <td>STOP! Getting [out of homework] as a payoff NOW</td> <td>is not worth [trouble at home and getting an F] as a cost LATER.</td> <td></td> </tr> </tbody> </table> <p>Resources Strategies Find ← Page 8 →</p>	Behavior	Avoid Homework - Leaving work at school				NOW right this minute	LATER today or tomorrow	MUCH LATER next week, monthly, year	POSITIVE PAYOFFS	Teacher tells me to sit in back of room and do it. Can't be a part of class activity.	Teacher gives me an F on assignment. Teacher calls my mom about it. Mom takes away TV.	Not enough points to pass course. Flunk. Have to do summer school to graduate on time.	NEGATIVE COSTS	Do what I want in evening - Computer, TV, go to Mall.	Avoid work I don't like.	None		STOP! Getting [out of homework] as a payoff NOW	is not worth [trouble at home and getting an F] as a cost LATER .	
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<p>Solving Personal Problems</p> <p><i>Tips for Making Choices</i></p> <ol style="list-style-type: none"> 1. The Making Choices card begins by identifying a problematic behavior. The behavior should be identified in specific terms and be one that has negative consequences. 2. Use the tool in classroom groups to analyze real-life dilemmas or situations that arise. Use paper copies of the tool and have students discuss and complete the charts. Compare their consequences and guide a discussion on making choices based on long-term rather than immediate outcomes. 3. Use the tool when discussing personal problems with students. Discuss the consequences and fill it in. Use this to guide decision-making and making a plan or commitment to a new behavior. Use a related tool, such as Self Contract, Solving Personal Problems, or Monitoring Tool to create an action plan based on this decision. <p>Resources Strategies Find ← Page 9 →</p>	<p>Project Resources on the Web</p> <p>Strategy Coach http://strategytools.org learning resources for students download Strategy Tools download Strategy Resources</p> <p>KidTools Support System http://KidTools.missouri.edu learning resources for adults download KidTools download KidSkills download Tool Resources download Skill Resources order CDs</p> <p>VRCBD Web Site http://www.coe.missouri.edu/~vrcbd papers and presentation information training materials in behavior disorders training materials in classroom observation order CDs</p> <p>Return</p>																				